

## Goals and Objectives

The ACGME Core Competencies are comprised of 6 major areas of assessment including: Patient Care, Medical Knowledge, Practice-based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, and Systems-based Practice. The goal of the medicine clerkship is to introduce the junior student to the clinical aspect of medicine. Students should acquire skills in history taking and physical exam, case presentation, diagnostic decision making, use of appropriate diagnostic testing, and management of common disorders. These skills should serve as the foundation that should be developed further during the sub-internship and throughout residency training.

The specific goals and objectives mirror those stated in the DUCOM exit objectives.

The instructional strategies include but are not limited to:

- didactic lectures
- bedside teaching rounds by residents and attendings
- on line virtual cases
- standardized patient exercises
- case conferences/small group discussion
- supervised clinical experiences.

Evaluation of these skills is by:

- direct clinical observation by residents and attendings
- NBME Shelf examination
- small group participation
- completion of the clinical PASSPORT
- completion of patient/procedure log.

## **Competency: Patient Care**

**Goal:** Students must be able to provide care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

### **Objectives:**

During this rotation, students are expected to:

1. Use appropriate interviewing skills to elicit an accurate and thorough history addressing the onset and persistence of illness in the context of the patient's life.
2. Perform a detailed and accurate physical examination.
3. Choose diagnostic, management and therapeutic interventions based on sound reasoning using all the tools of evidence-based medicine.
4. Demonstrate sensitivity in the care of all patients by recognizing each of them as an individual, with the appropriate consideration of diversity in age, culture, disability, educational background, ethnicity, gender, gender identity, race, religion, sexual orientation, and socioeconomic background.
5. Work collaboratively with all members of the healthcare team.
6. Recognize the limitations of level of training and seek help appropriately.
7. Protect patients from harm.

## **Competency: Medical Knowledge**

**Goal:** Students must demonstrate knowledge about established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

### **Objectives:**

During this rotation, students are expected to:

1. Describe common disease entities, including their characteristic signs and symptoms, etiology, epidemiology, and pathophysiology.
2. Use clinical reasoning processes to interpret data to derive a differential diagnosis and develop a clinical management plan.
3. Select, justify, and interpret appropriate clinical tests and diagnostic procedures with attention to benefits, harms, and cost.
4. Utilize the basic concepts of evidence-base medicine to analyze the literature.
5. Demonstrate knowledge of the ethical, moral, and legal foundations of medical care.
6. Identify social, economic, psychological, and cultural factors that contribute to health and disease.
7. Identify preventative health care issues that should be addressed in well visits including screening, immunizations, and risk factor modification.

## **Competency: Practice-based Learning and Improvement**

**Goal:** Students must be able to investigate and evaluate their approach to patient care, appraise and assimilate scientific evidence, and continuously improve patient care based on self-evaluation and life-long learning.

### **Objectives:**

During this rotation, students are expected to:

1. Demonstrate the ability to identify strengths and weaknesses in their knowledge and skills and seek opportunities to strengthen those deficits.
2. Demonstrate maturity in soliciting, accepting, and acting on feedback in an effort to effectively make improvements.
3. Utilize information technology in the practice of life-long learning and to support patient care decisions and promote patient education decisions.
4. Contribute to the educations of patients, families, other students, and other health professionals.

## **Competency: Interpersonal and Communication Skills**

**Goal:** Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and professional associates.

### **Objectives:**

During this rotation, students are expected to:

1. Demonstrate effective and appropriate verbal and nonverbal techniques to elicit a patient history.
2. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
3. Communicate effectively with physicians and other health professionals to coordinate care and improve patient safety and quality of care.
4. Articulate an accurate clinical question when requesting consultation.
5. Document medical information accurately.
6. Present a case with accuracy and organization.

## **Competency: Professionalism**

**Goal:** Students must demonstrate adherence to ethical principles, development of physician attributes, and a commitment to carrying out professional responsibilities.

### **Objectives:**

During this rotation, students are expected to:

1. Demonstrate honesty, integrity, reliability, and responsibility in all interactions with patients, families, colleagues, and other professional contacts.
2. Maintain patient confidentiality.
3. Demonstrate a professional image in behavior and dress.
4. Demonstrate behaviors and attitudes that promote the best interest of patients.
5. Maintain a positive attitude and regard for education by demonstrating intellectual curiosity, initiative, academic integrity, and willing acceptance of feedback.

## **Competency: Systems-based Practice**

**Goal:** Students must demonstrate an awareness of, and responsiveness to, the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

### **Objectives:**

During this rotation, students are expected to:

1. Work collaboratively in inter-professional teams to enhance the quality of patient care.
2. Describe the costs, benefits, and potential harms of tests and procedures.
3. Identify health disparities and advocate for quality patient care.

**A prioritized list of basic competencies** of general internal medicine believed to be pertinent to the care of patients in both hospital and ambulatory settings has been identified by means of a national faculty survey of the SDIM and CDIM. Mastery of these competencies by the Junior student will be the goal of the core clerkship. For each competency, a set of specific learning objectives is described and divided into knowledge, skills and attitudes. This learning agenda will serve as a guide for both the students and the faculty.

Students will be expected to acquire skills, history taking and physical diagnosis; knowledge of the cardinal manifestations of disease; use of appropriate laboratory and imaging studies; and basic evaluation and management of **common** disorders.

These competencies are located below:

1. History Taking and Physical Examination
2. Oral Case Presentations
3. Test Interpretation
4. Diagnostic Decision Making
5. Communication and Relationships with patients/families
6. Communication and Relationships with the healthcare team
7. Therapeutic Decision Making
8. Bioethics of Care
9. Self-directed Learning
10. Prevention
11. Coordination of Care
12. Basic Procedures
13. Community Health Care
14. Nutrition
15. Occupational Health Care
16. Practice Management